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ABSTRACT

To determine the effectiveness of a secondary vocational education program and to establish a pattern for evaluation procedures, a committee composed of five counselors and three teachers used questionnaires to gather data from students, graduates of the program, parents, teachers, and employers. To insure validity, followup telephone calls and additional mailings were made to graduates and their employers. Of the 88 faculty respondents, 79 percent saw themselves as teaching vocationally oriented courses, but 55 percent indicated a need for more information about the programs in existence. Most graduates felt their vocational training had prepared them for their jobs. Students learned about the courses from friends, teachers, or counselors. Some recommendations were: (1) On-the-job training should be a standard part of all vocational courses, (2) Tools and equipment for all vocational courses should be similar to those in industry, and (3) Periodic reviews and evaluation should be made of all vocational programs. Sample questionnaires are appended. (SB)

ED042895

PROJECT EVENT

EVALUATION OF VOCATIONAL EDUCATION NOW AND TOMORROW

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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JOHN F. KENNEDY MEMORIAL HIGH SCHOOL

ISELIN, NEW JERSEY

VT011297

JUNE, 1969

INTRODUCTION TO THE PROJECT

With the opening of its doors for the first time in September 1964, John F. Kennedy Memorial High School accepted the challenge of meeting the needs of each student as effectively as possible. Earlier studies of the community had revealed that it was likely that four out of every ten graduates would seek entry into the world of work. Thus it was obvious that a relevant curriculum must include training that would lead to vocational competence in a variety of areas. The first year saw offerings in the business areas, and each year additional subjects have been introduced.

How effective are these programs? Are the offerings broad enough to attract our student body? Are the students sufficiently challenged to maintain their interest? Do the courses prepare students for employment available in our community? Do employers perceive our course offerings as realistic and helpful? Do graduates feel that their high school education has given them more than a diploma? Do parents feel that the school has assumed its role of providing meaningful education for their children? How can the present vocational structure be revised to better serve the needs of our student body? These questions needed to be answered before many more graduates could find their place in the "right" sun, a place that would bring them personal satisfaction and eventual fulfillment.

Project E.V.E.N.T. (Evaluation of Vocational Education Now and Tomorrow), undertaken by five counselors and three teachers under a mini-grant from the New Jersey Division of Vocational Education, will help provide answers to these and other questions. Since the entire area of Vocational Education has had such phenomenal growth since the

inception of the 1963 Vocational Education Act, it is likely that many school districts are asking the same questions and are attempting to find answers on which to base recommended curriculum changes. Federal and State Funds have made it possible for school systems to expand their offerings in the field of Vocational Education, and this has helped relieve the feeling among some educators that they have been neglecting the job-oriented youngster. In the rush to make up for lost time though, little or no effort has been given to evaluating the effectiveness of the courses being offered and educational goals have been established in a vacuum with the students and future employers rarely consulted.

Through Project E.V.E.N.T. student participants, graduates, employers, parents and teachers, as well as non-participating students and prospective employers were polled and interviewed. The results reveal much interesting data which has been compiled in charts attached to this report.

AN OVERVIEW OF VOCATIONAL EDUCATION AT JOHN F. KENNEDY

The current Vocational Education offerings at John F. Kennedy Memorial High School consist of Clerical Practice, Office Practice, Office Work Experience, Data Processing, Basic Electricity, Vocational Drawing, Distributive Education, Power Mechanics and Fundamentals of Nursing. Office Work Experience, Distributive Education and Fundamentals of Nursing provide for a half day of formal classes and a half day of on-the-job training. Our survey indicates that the opportunity for practical experience where theory learned in the classroom is put to a practical test on the job, is most helpful in giving meaning to the daily school experience.

With the exception of the traditional Business Education courses, Vocational Education courses were introduced at Kennedy as space, equipment and

personnel became available, not in direct response to expressed needs by students or employers. Perhaps this accounts for the relatively low related-placement figures which are apparent on the attached charts.

For the past four years, a proposal has been submitted for the inception of a Technical and Industrial (T & I) Work Experience program, which it is felt would satisfy the needs of the non-academically oriented student who is seeking something in his education that is relevant to his out-of-school hours and will help him prepare for employment after graduation. Budgetary limitations have ruled the course out each year. The findings from Project E.V.E.N.T. help reinforce the need for this program, and accordingly, the introduction of this course is one of the committee's recommendations.

PROCEDURES

The stated objectives in the original proposal were as follows:

A. To determine the effectiveness of the current structure of Vocational Education as it affects the students and graduates of John F. Kennedy Memorial High School, as well as their future employers.

B. To establish a pattern for evaluation procedures that can be utilized by other school districts having the same questions concerning the effectiveness of their Vocational Education programs.

Accordingly, the committee, after much deliberation and rewriting, developed the questionnaires attached to this report and distributed them to students (participants and non-participants), graduates of Vocational Programs, parents, teachers and employers. The returns revealed a great deal of interesting information about how these courses have been perceived by the various concerned groups.

In January, a lengthy interim report was filed with the school administration when they were making decisions about course offerings for the

next school year. It is felt that the information from Project E.V.E.N.T., although incomplete and therefore inconclusive, was useful and responsible for improved planning for use of the available facilities in the Vocational areas.

In order to improve the validity of the questionnaire responses, a follow-up procedure was undertaken for graduates and their employers by telephone calls and additional mailings.

In addition, visits were made to industries which have heretofore not employed J. F. Kennedy graduates. A very useful resource chart (attached to this report) was developed which should make it possible for the Guidance Department to negotiate graduate placement with some of these companies in jobs related to our Vocational Programs.

Responses to the faculty questionnaire, which totaled eighty eight and represented the entire building staff including counselors, revealed that while the majority (79%) saw themselves as teaching a vocationally oriented course, more than half (55%) indicated a need for more information about the programs in existence.

Faculty members had all been employed either full-time or part-time before entering the teaching field and this provided a basis for additional courses they suggested in business English, auto shop, the skilled trades, interior decorating, flower arranging and musical instrument repair.

The suggestions for improvement of vocational education were as many as the numbers of persons replying and do not lend themselves to categorization.

EVALUATION OF RESPONSES TO QUESTIONNAIRES

When all of the questionnaires were returned, it was obvious that we had accumulated a tremendous amount of information. The task of coming to conclusions and making recommendations based on the data seemed almost insurmountable and it became evident that it would be necessary to be selective in deciding which information was most meaningful for our purposes.

A review of Project E.V.E.N.T.'s original objectives underscored the fact that we were most concerned about learning how well we are satisfying the needs of our students, graduates and their employers. Although it was interesting to learn about parent and teacher reactions to our Vocational Programs, this information could not help us determine the effectiveness of current programs, and so we did not include these responses in this report.

The current educational literature stresses that school objectives, in order to be meaningful to the student, must help him understand where he is, where he is going, and how he is going to get there. In an attempt to translate our material into this framework, items were selected from the questionnaires which bore a direct relationship to the student's perception of himself and his Vocational Courses. Charts were developed so that comparisons could be made among the subject areas in the information considered most crucial. All of the information on the charts has been recorded in percentages of responses received which makes it simpler to note similarities and differences and are based on the following number of responses:

STUDENT QUESTIONNAIRES

Office Practice	26
Vocational Drawing	11
Distributive Education	12
Office Work Experience	19
Clerical Practice	42
Basic Electricity	17
Data Processing	40
Power Mechanics	6

GRADUATE QUESTIONNAIRES

Office Practice	34
Vocational Drawing	6
Distributive Education	5
Office Work Experience	22
Clerical Practice	52
Basic Electricity	17
Data Processing	(Included in Office Practice, Work Experience and Clerical Practice)
Power Mechanics	2

EMPLOYER QUESTIONNAIRES

Total number of responses	40

STUDENT PARTICIPATION QUESTIONNAIRE - 1

2. How did you first become aware of the existence of the vocational course in which you are enrolled?

	Office Practice	Voc. Drawing	Distrib. Education	Office-Work Exp.	Clerical Practice	Basic Electr'y.	Data Proc.	Power Mech.	Intro. to Voc.
Friends and fellow students	50	10	43	37	38	41	20	100	37
Teachers (b & c)	19	40	14	42	6	6	35	0	6
Guidance counselors	27	40	35	21	8	30	35	0	56
Written material	4	10	0	0	44	6	10	0	0
Other	0	0	7	0	4	18	0	0	0

10. Is the content of the course thus far what you expected it to be?

Yes, definitely	38	46	33	67	54	44	52	16	0
To some extent	58	46	50	33	39	44	48	84	94
No, not exactly	4	8	16	0	7	12	0	0	6

18. If you wanted information about jobs related to the course you are taking, which of the following would you consult?

Teacher of course	44	33	55	58	35	56	38	43	29
Guidance department	36	50	17	26	49	44	58	43	64
Relatives	0	6	6	0	8	0	2	0	0
Other	20	11	22	16	8	0	2	14	6

Student Participation Questionnaire - 2

12. Are you satisfied with your progress in the course so far?

	Off. Prac.	Voc. Draw.	Dist. Ed.	Off.- Wk.Exp.	Cler. Prac.	Basic Elec.	Data Proc.	Power Mech.	Intro. to Voc
Yes	79	73	100	78	91	69	88	84	94
No	21	27	0	22	9	31	12	16	6

14. In your own case, which of the following is the best indication of your successful progress

Ratings and tests	42	22	19	40	34	19	15	0	13
Verbal acknowledgment by teacher	16	11	44	20	6	19	10	0	56
Personal satisfaction	42	67	38	40	60	63	74	100	[illegible]

8. Based on the room to which you are assigned, do you feel the work area is sufficiently large and adequate to meet your needs?

Yes	92	82	67	89	79	59	60	84	94
No	8	18	33	11	21	41	40	16	-

9. Are you provided with all the tools and materials needed to carry out assigned work and to fill allotted time?

Yes	100	91	77	88	93	65	95	16	93
No	0	9	23	12	7	35	5	84	6

13. Do you receive sufficient individual help from the teacher?

	Off. Prac.	Voc. Draw.	Dist. Ed.	Off.- Wk.Exp.	Cler. Prac.	Basic Elec.	Data Proc.	Power Mech.	Intro. to Voc
Yes	52	55	75	74	57	88	80	84	59
No	12	9	25	5	7	6	0	0	41
Sometimes	36	36	0	21	36	6	20	16	0

19. How would you describe the interest shown by the teacher in regard to your vocational plans?

Very interested	42	8	50	41	29	38	23	0	41
Interested	54	46	50	59	64	63	40	84	59
Not interested	4	46	0	0	7	0	3	16	0

15. Are you certain that you are learning a skill that will enable you to secure a job?

Yes	83	46	100	75	67	81	78	17	39
No	4	8	0	13	2	0	5	17	17
Don't know	13	46	0	12	31	19	18	67	44

16. On what do you base your certainty?

Teacher's say-so	16	20	0	0	10	12	10	0	0
Knowledge of field	44	50	78	53	55	65	46	33	56
Confidence in work	40	30	21	47	35	12	44	67	44
No preference	0	0	0	0	0	12	0	0	0

Student Participation Questionnaire - 4

20. Is your present occupational goal directly related to this course?

	Off. Prac.	Voc. Draw.	Dist. Ed.	Off.- Wk.Exp.	Cler. Prac.	Basic Elec.	Data Proc.	Power Mech.	Intro. to Voc.
Yes, definitely	48	55	67	37	29	60	25	0	5
To some extent	32	0	25	37	49	27	35	67	53
Unknown	4	36	8	13	14	7	18	33	16
Not at all	16	9	0	13	8	7	23	0	26

21. Do you expect some assistance from the school in job placement after graduation?

Yes	64	64	10	66	56	50	51	16	50
No	32	36	90	34	44	50	49	84	50
Maybe	4	0	0	0	0	0	0	0	0

22. To whom would you look mostly for assistance in job placement?

Teacher of course	69	27	67	66	28	31	23	0	12
Guidance Counselor	21	64	8	34	56	38	53	50	53
Relatives	3	9	8	0	11	13	10	17	29
Other	7	0	17	0	5	19	15	33	6

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6. How well did the vocational training which you received in high school prepare you for your job?

	Off. Prac.	Voc. Draw.	Dist. Ed.	Off.- Wk.Esp.	Cler. Prac.	Basic Elec.	Data Proc.	Power Mech.	Intro. to Voc.
Very helpful	53	80	20	59	29	18	0	0	-
Some help	44	20	60	27	50	41	0	100	-
No help	3	0	20	14	21	41	0	0	-
No response	0	0	0	0	0	0	100	0	-

8. Would you advise other students to take the same type of course in high school?

Yes	97	100	100	95	85	100	0	100	-
No	3	0	0	5	15	0	0	0	-

9. How would you rate the course in terms of instruction?

Good	74	83	40	82	54	50	-	100	-
Fair	26	17	60	9	29	44	-	0	-
Poor	0	0	0	9	17	6	-	0	-

9b. How would you rate the course in terms of skills learned?

	Off. Prac.	Voc. Draw.	Dist. Ed.	Off.- Wk.Exp.	Cler. Prac.	Basic Elec.	Data Proc.	Power Mech.	Intro. to Voc.
Good	68	67	80	68	59	42	-	50	-
Fair	32	33	0	23	36	42	-	50	-
Poor	0	0	20	9	5	16	-	0	-

9c. How would you rate the course in terms of equipment available?

Good	47	68	60	59	61	28	-	0	-
Fair	53	16	40	41	33	50	-	0	-
Poor	0	16	0	0	6	22	-	100	-

4. Why did you enroll in this program?

Preparation for job	94	100	20	90	82	61	-	100	-
Parents desired program	0	0	0	5	6	17	-	0	-
Suggested by counselor	3	0	0	0	12	6	-	0	-
Other	3	0	80	5	0	16	-	0	-

12. Please comment on your reactions to the course.

Strong Points	Off. Prac.	Voc. Draw.	Dist. Ed.	Off.- Wk.Exp.	Cler. Prac.	Basic Elec.	Data Proc.	Power Mech.	Intro. to Voc.
Equipment	0	40	60	33	38	25	-	0	-
Interested and competent teachers	24	60	0	53	20	43	-	100	-
Simulated on-the-job training	73	0	40	14	22	25	-	0	-
Decision making opportunities	3	0	0	0	0	0	-	0	-
None	0	0	0	0	20	7	-	0	-
Weak Points									
Lack of equipment	21	25	0	9	18	33	-	100	-
Lack of time	21	0	0	27	9	20	-	0	-
Need for more on-the-job training	31	50	20	45	2	20	-	0	-
Smaller classes	27	25	0	9	5	0	-	0	-
Need better teacher	0	0	80	0	34	20	-	0	-
Fear of employment	0	0	0	9	0	7	-	0	-
None	0	0	0	0	32	0	-	0	-
Suggestions									
Longer course (3 year)	0	0	0	0	0	20	-	0	-

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5. Describe briefly what you are doing on your present job.

	Off. Prac.	Voc. Draw.	Dist. Ed.	Off.- Wk.Exp.	Cler. Prac.	Basic Elec.	Data Proc.	Power Mech.	Intro. to Voc.
Job related to course	91	50*	40	100	88	5	-	100	-
Job not related to course	0	16	60**	0	12	40	-	0	-
School not related to course	3	0	0	0	0	5	-	0	-
School related to course	3	17	0	0	0	30	-	0	-
Service	0	17	0	0	0	20	-	0	-
Unemployed	3	0	0	0	0	0	-	0	-

11. Would you select the same vocation again?

Yes	79	80	80	90	80	94	-	100	-
No	18	20	20	10	20	6	-	0	-
Maybe	3	0	0	0	0	0	-	0	-

10. Does the type of work you are doing give:

Much satisfaction	64	75	40	64	71	69	-	50	-
Some satisfaction	33	25	40	36	20	25	-	50	-
No satisfaction	3	0	20	0	9	6	-	0	-

* Carpenter, tracer of drawings, highway inspector
** Mechanic, secretaries

C O N C L U S I O N S

OFFICE PRACTICE

Student Questionnaires

1. 75% of those enrolled learned about the course through peers and the guidance department.
2. Practically all students enrolled in this course find it to be what they expected.
3. 80% would depend on school for job information.
4. The majority are satisfied with their course progress, and personal satisfaction and ratings and tests are the best indications to them of their progress.
5. Students felt space and materials and tools were very adequate.
6. Teacher interest in conducting class and assisting in vocational plans was rated high by the vast majority of students.
7. Most students felt they were learning a skill that would help them to secure a job on graduation since the Office Practice course is directly related to their occupational goals.
8. More than ½ of the students expect job placement assistance from the school.

Graduate Questionnaires

1. Almost all who responded felt that their vocational training in high school prepared them for their jobs and on the basis of this, they would highly recommend the course to other students.
2. All respondees rated skills and equipment as fair or better.
3. Strong points mentioned were simulated on-the-job training and interested and competent teachers.
4. Weak points mentioned were lack of equipment, lack of time, need for more on-the-job training and smaller classes.

VOCATIONAL DRAWING

Student Questionnaires

1. 80% learned about the course through teachers or counselors and found the course to be what they expected. They would go to school people for job information.
2. 75% are satisfied with their progress because they have derived a tremendous amount of personal satisfaction.
3. Almost all felt that room and equipment were adequate to carry out assigned work.
4. Only 10% felt they did not get enough individual help from their teacher, although almost ½ felt that the teacher did not show sufficient interest in their vocational plans.
5. 50% felt sure they were learning a skill that would enable them to obtain a job. The rest were not certain.
6. For ½ of the students, the feeling is that their present occupational goal is directly related to the course and they expect assistance from the school in job placement.

Graduate Questionnaires

1. Most graduates found the course to be extremely helpful in terms of vocational instruction, skills and equipment and would highly recommend the course to other students.
2. The strongest point brought out was that the course was taught by an interested and competent teacher, and the weakest point was a lack of simulated or real on-the-job training.
3. 67% of the graduates are employed in jobs related to the course, or attending school for further training in the same field.

DISTRIBUTIVE EDUCATION

Student Questionnaires

1. Most students became acquainted with the course through friends or counselors.
2. The content of the course fulfilled their expectations, and for job information they would go to the teacher of the course.
3. Most students were satisfied with the course because facilities were more than adequate and on-the-job training gave them tremendous personal satisfaction.
4. Students found the teacher to be most helpful in on-the-job training and vocational planning.
5. Nine out of ten students have an occupational goal directly related to the course.
6. They do not feel a great need for placement assistance since they are employed and will continue on their jobs.

Graduate Questionnaires

1. 20% of the graduates did not feel that they were adequately prepared in the area of skills learned.
2. In view of the fact that 80% of the graduates did not enroll with a strong vocational goal in mind, it is interesting to note that 40% are employed in a job related to the field.
3. Strong points noted were equipment and on-the-job training.
4. Under weak points, the need for stronger teacher was mentioned.

OFFICE WORK EXPERIENCE

Student Questionnaires

1. All students became aware of the course through friends, teachers and counselors.
2. No student is unhappy with the course content and they would all rely heavily on the teacher of the course for information about jobs.
3. 75% of the students are satisfied with their progress in the course due to personal satisfaction and increased skills based on test results.
4. Most students felt that facilities and teacher cooperation are very adequate and that many skills have been learned which will enable them to secure a job.
5. Most students felt that they had a knowledge of the field and thus felt confident when placed on the job.
6. Approximately 80% of the students plan to enter the field. If there is need for help, many would look to the school for the placement.

Graduate Questionnaires

1. Only a very small percentage of the graduates felt that the course had not met their vocational needs.
2. Almost all students rated the course very high in all areas and would advise other students to take the course.
3. Practically all took the course because they were seeking preparation for a job, and every graduate of the program is now employed in a job related to the training.
4. Most students attributed the strength of the course to interested and competent teachers and adequate equipment. Some felt the equipment was good, but others thought there should have been additional modern equipment.
5. Almost half of the students felt that the classroom activities should be more like an actual office experience.
6. Only 9% get no satisfaction from their jobs.

CLERICAL PRACTICE

Student Questionnaires

1. More than half of the students found the course to be what they expected. 7% are disappointed with course content.
2. 50% would consult the guidance department and one-third would look to the teacher for job information.
3. 90% are satisfied with their progress and feel that the room and equipment are adequate.
4. Two-thirds felt they are learning a skill that will enable them to secure a job and the same number have occupational goals related to the course. ½ will expect school assistance in job placement.

Graduate Questionnaires

1. 21% felt that Clerical Practice did not help prepare them for their job.
2. 50% rated the instruction as good and 60% felt that skills and equipment were good.
3. Strong points stressed job training, but one-third of the graduates complained about the teacher. (Note: During the 1967-68 school year, substitute teachers were used for several Clerical Practice classes.)
4. Eight out of ten are in jobs related to the course and 80% would select the same occupation again.

POWER MECHANICS

Student Questionnaires

1. All learned of the course through friends and fellow students and are satisfied with the course content.
2. Two-thirds have vocational goals related to the course and one-third have no vocational goal at present. 84% do not expect school assistance in job placement and will seek help outside of school.
3. Every respondent would advise others to take the course.

Graduate Questionnaires

1. All felt that the course provided some help in training for their present job and would advise others to take the course.
2. All felt that the instruction was good but that equipment was poor.
3. All are employed in jobs related to the course and would select the same vocation again.

BASIC ELECTRICITY

Student Questionnaires

1. Only 12% have not found the course to be what they expected, but 69% are satisfied with their progress.
2. Almost half find the work area and equipment inadequate.
3. The large majority get adequate help from the teacher and find him interested in their vocational plans. 80% feel they are learning a marketable skill and have related occupational goals.
4. One-third would look for job placement and assistance outside of school.

Graduate Questionnaires

1. 59% felt that they had received adequate vocational preparation, yet all would advise others to take the course.
2. 50% felt that the instruction was good and only 17% rated skills learned as poor. For 22% the equipment was poor and 33% felt it was inadequate.
3. 2?% suggested a three year sequential course.
4. Although only 5% are employed in jobs related to the course, 30% are attending schools related to the course.

PROJECT E.V.E.N.T.
JOHN F. KENNEDY MEMORIAL HIGH
ISELIN, NEW JERSEY

INDUSTRIAL VISITS

NAME	ADDRESS	CONTACT	ENTRY JOBS	STARTING SALARY
Acme Markets	Green St. Circle Iselin	Mr. Ed. Bohansky	Cashier Stock Clerk Meat Apprentice	$78.00 78.00 89.00
American Tel. & Tel.	Raritan River Ctr. Hoes Lane Piscataway	Miss Joan Gallagher	Key Punch Trainee Computer Clerk Clerical	$79.50 - - 82.50 - - 82.50
Automated Data Associates	1333 Lawrence Ave. Rahway	Mr. Nolan	Key Punch Console Operator	$85.00 95.00
Central Jersey Fine Arts	1585 Highway #27 Highland Park	Mr. Bard	Draftsman Clerical Cameraman	$2-2.50 hr. 1.50 hr 1.75 hr.
Elizabethtown Gas Co.	1 Brown Ave. Iselin	Mr. E. Veltre	Draftsman B	$95.00
First Bank and Trust Co.	Iselin	Mr. Haney	Secretarial Typist Teller	$70.00 70.00
General Dynamics	150 Avenel St. Avenel	Mr. Carlson	Draftsman, Learner Jr. Designer 	$79.00 93.00 107.00 103.00 122.00 140.00

PROJECT E.V.E.N.T.
KENNEDY MEMORIAL HIGH SCHOOL
ISELIN, NEW JERSEY

INDUSTRIAL VISITS

	STARTING SALARY	QUALIFICATIONS	MISCELLANEOUS
rk entice	$78.00 78.00 89.00	High School Diploma, Dependable, honest, clean - for all jobs	Union - $5.00 mo. Scholarships
Trainee Clerk	$79.50 - - 82.50 - - 82.50	Typing or Keypunch Interest in machines For all jobs - "dependability" is a must.	Company tests all applicants Tuition Aid Plan
perator	$85.00 95.00	Knowledge of machine, ability to get along with people, anxious to learn	Company tests all applicants Prefer experience
	$2-2.50 hr.- 1.50 hr - 1.75 hr. -	Drafting Training. Typing, some steno. No training, apprenticeship program For all - conscientious, responsible, interest in job, aptitude.	Interested in participating in T & I Work-Experience Program
B	$95.00	H.S. Graduation 2 yrs. drafting education	Salary reaches $131 in 2 years; No unions; tuition paid for courses related to work.
al Typist	$70.00 70.00	Typing - steno helps For all - dependable, honest, neat	Company tests applicants; no union
, Learner gner	$79.00 93.00 107.00 103.00 122.00 140.00	For all - H.S. graduate, understanding of business, accept challenges	Promotions by review and supervisor's recommendation

Project E.V.E.N.T. - Industrial Visits - 2

NAME	ADDRESS	CONTACT	ENTRY JOBS	STARTING SALARY
G.E. Time Sharing Services	320 Raritan Ave. Highland Park	Mr. Robert King	No entry level jobs	
Goodman, Allgair, and Scott	510 Amboy Ave. Woodbridge	Mr. John Goodman	Draftsman Rodman Transit Man	$110.00 - - 90.00 125.00 - -
Indiana General Corp.,Elect. Div.	Crows Mill Road Keasbey	Mr. H. Ladd	Electrician Maintenance Mech. Assemblers (girls)	$2.81 hr. -- 2.81 hr. -- 2.04 hr. --
Johnson & Johnson Company	501 George St. New Brunswick	Mr. Bauldwin	Beginning Draftsman	$ 70.00
Lockheed Electronics Co.	U.S. H'way #22 Plainfield	Mr. Kelley	Draft B Draft A	$ 93.60
Mackay Marine ITT	133 Terminal Ave. Clark	Mr. Steven Wendell	Assemblers wirer Electronic Tech. Tester Sheet Metal Worker Jr. Draftsmen	$1.90 hr. -- 2.50 hr. -- 2.50 hr. -- 2.50 hr. --
M & T Chemicals Inc.	Rahway Avenue Rahway	Mr. Curran	Computer Console Operator	$105.00

S	STARTING SALARY	QUALIFICATIONS	MISCELLANEOUS
level jobs			
	$110.00 - -	Mech. Draw. I with Math	Will train;
	90.00		H.S. graduates
an	125.00 - -	½ to 1 yr. experience	
		All jobs - neat, reliable, has initiative, desires to learn.	
an	$2.81 hr. --	Electrical training	Pre-employment test
ce Mech.	2.81 hr. --	Some training	Tuition reimbursement
s (girls)	2.04 hr. --	General ability test for coordination. For all - neat, no long hair, courteous	On-the-job training
an	$ 70.00	H.S. education, reasonably intelligent, initiative, skilled, sociability, desire to work and advance	Tested by company. Tuition paid for courses with grade of "C" or better.
	$ 93.60	18 yrs.; H.S. education; ambitious, cleancut, dedicated	Tuition reimbursement if course is passed.
s wirer	$1.90 hr. --	On-job training	On-the-job training for 2-week period
c Tech.	2.50 hr. --	Background in Electronics (Basic theory)	Tuition reimbursement
al Worker	2.50 hr. --	Brake, punch press	
smen	2.50 hr. --	Mechanical tolerance	
		All jobs - neat, clean, good attitude, work well with others.	
Console		Interest, ability to learn, follow instructions, eagerness to learn - Opportunity for young men to enter Data Processing field.	Tested by company
or	$105.00		Raises on merit
			Tuition reimbursed to full-time employees.

Project E.V.E.N.T. - Industrial Visits - 3

NAME	ADDRESS	CONTACT	ENTRY JOBS	STARTING SALARY
N.J. Bell Tel.	80 W. Grand Elizabeth	Virginia Short	Telephone Installer	$90.00 --
			Repairman	90.00 --
			Clerk, typist	72.50 --
			Key punch	72.50
			Switchboard	75.00 --
			Service Rep.	86.00
N.J.E. Corp.	20 Boright Ave. Kenilworth	Mr. Dick O'Neill	Electrical Inspector	$1.90 hr.--
			Assembly Wirers	1.80 hr.--
News Tribune	Jefferson St. Perth Amboy	Mr. Andrew Fogas	Clerk	$70-80 - -
			Copy Boy	70-80 - -
			Ad. Salesman	70-80 - -
			Printers	100 + - - -
R.C.A.	St. George Ave. Avenel	Mr. Kelly	Detailer B (Draft'g)	$90.00
			Detailer A	98.00
Ed. C. Reilly Associates	400 New Brunswick Avenue Perth Amboy	Mr. Ed. Reilly	Rod Man	$4000 yr. --
			Draftsman	6250 yr. --

S	STARTING SALARY		QUALIFICATIONS	MISCELLANEOUS
Installer	$90.00	--	Math, driver's license, good physical condition	Testing by company Unions
	90.00	--	Good physical condition	75% of tuition paid
pist	72.50	--	Typing, filing, spelling	
	72.50			
rd	75.00	--	Good voice, good hearing, spelling	
ep.	86.00			
l Inspector	$1.90 hr.	--	Recognize electrical parts	Might be interested in work-experience
Wirers	1.80 hr.	--	Understanding of electronics, functions of components For all - good attitude, respectful, enthusiastic, prompt, neat appearance, good communication	Start from bottom and work way up in company
	$70-80	- -	H.S. grad, typing-shorthand	Unions
	70-80	- -	H.S. graduate	
man	70-80	- -	H.S. grad, business ed course, public speaking	
	100 +	- -	Apprentorship For all - neatness, project good image	
B (Draft'g)	$90.00		H.S. grad., some training	No unions
A	98.00		For all - clean cut, eager to learn, responsible	Some refund on tuition
	$4000 yr.	--	On-the-job training	
	6250 yr.	--	High School Drafting For all - responsible, initiative, math background	

RECOMMENDATIONS

1. On-the-job training should be installed as a standard part of all vocational courses. Teachers should be given released time for supervision and should be concerned with placement after graduation.
2. A periodic review and evaluation should be made of all vocational programs to determine if additions or deletions in the offerings should be made.
3. A Technical and Industrial (T & I) Work Experience program should be initiated.
4. John F. Kennedy should have its own Distributive Education and Power Mechanics courses.
5. Tools and equipment for all Vocational Courses should be as similar as possible to those currently used by local industry.
6. The entire faculty should be provided with information concerning all vocational programs so that they may relate their subject matter where possible.
7. Vocational education teachers should work closely with the Guidance Department for dissemination of information and job placement.
8. The vocational education program should be expanded in due time to include additional offerings.
9. The final report will be circulated as extensively as possible to elicit further comments and evaluation.

PERSONNEL - PROJECT E.V.E.N.T.

Counselors

Roslyn Gross, Director

Kathryn Hinkle

John Hoagland

Louis Kuhn

Burton Weber

Teachers

Michael Reitmeyer - Business Education

John Mercuro - Basic Electricity

Richard Reskow - Vocational Drawing

Secretary

Barbara Spencer

PROJECT E.V.E.N.T.
JOHN F. KENNEDY MEMORIAL HIGH SCHOOL
ISELIN, NEW JERSEY

YEAR OF GRADUATION_____

STUDENT (PARTICIPANT) QUESTIONNAIRE MALE___ FEMALE___

In order to determine the value of the vocational offerings at John F. Kennedy Memorial High School, the Guidance Department has undertaken Project E.V.E.N.T. (Evaluation of Vocational Education Now and Tomorrow). Your frank and complete answers on this questionnaire will be used not only to evaluate what presently exists, but also to make recommendations for changes and innovations which will better meet the needs of all of those involved. Thank you for your cooperation.

1. Which of the vocational courses listed below are you presently enrolled in?
   - A.___Office Work Experience
   - B.___Data Processing
   - C.___Office Practice
   - D.___Clerical Practice
   - E.___Basic Electricity
   - F.___Vocational Drawing
   - G.___Introduction to Vocations
   - H.___Distributive Education
   - I.___Power Mechanics
   - J.___Fundamentals of Nursing

   Complete a separate questionnaire for each course in which you are enrolled.

2. How did you first become aware of the existence of the vocational course in which you are presently enrolled?
   - A.___Friends and fellow students
   - B.___Teachers of the course
   - C.___Other teachers
   - D.___Guidance Counselor
   - E.___Written material
   - F.___Other (explain):

3. What was the most influential factor in your selecting this course?
   - A.___Yourself
   - B.___Parents
   - C.___Friends and/or fellow students
   - D.___Guidance Counselor
   - E.___A person employed in a field related to the course
   - F.___For credit only
   - G.___Other (explain):

4. Why are you presently enrolled in the course?
   - A.___You want to be there
   - B.___School policy of "no change"
   - C.___For credit only
   - D.___Other (explain):

5. What additional information about this course would you have wanted before enrolling and starting the course?

6. Where could you have turned for this information?

7. Whose responsibility do you think it is for acquiring additional information about a program?
   - A.___Your own
   - B.___Parents
   - C.___Guidance Department
   - D.___Other (explain):

STUDENT (PARTICIPANT) QUESTIONNAIRE

Now that you are directly involved in the course, we would like your opinion on some things.

8. Based on the room to which you are assigned, do you feel that the work area is sufficiently large and adequate to meet your need? If no, please explai:
   Yes____
   No ____

9. Are you provided with all the tools and materials needed to carry out assigned work and to fill the allotted time. If no, please explain.
   Yes____
   No ____

10. Is the content of the course thus far what you expected it to be?
   Yes, definitely____ No, not exactly____ Why?
   To some extent ____

11. What percentage of your classroom time do you work alone? _____
   With others? _____

12. Are you satisfied with your progress in the course thus far?
   Yes____ If no, please explain:
   No ____

13. Do you receive sufficient individual help from the teacher?
   Yes____ Sometimes____
   No ____

14. In your own case, which of the following is the best indication of your successful progress?
   A.___Ratings and tests
   B.___Verbal acknowledgment by teacher
   C.___Personal satisfaction

15. Are you certain that you are learning a skill that will enable you to secure a job?
   Yes___ Don't know____
   No ___

16. On what do you base your certainty?
   A.___Teacher's say-so
   B.___Knowledge of general field
   C.___Confidence in your work

17. What changes - either added or subtracted - would you like to see made in the course?

STUDENT (PARTICIPANT) QUESTIONNAIRE

18. If you wanted information about jobs related to the course you are taking, which of the following would you consult?
    A.___Teacher of course
    B.___Guidance Department
    C.___Relatives
    D.___Other sources outside of school
    E.___Other (explain):

19. How would you describe the interest shown by the teacher in regard to your vocational plans?
    A.___Very interested
    B.___Interested
    C.___Not interested

20. Is your present occupational goal directly related to this course?
    A.___Yes, definitely
    B.___To some extent
    C.___Unknown
    D.___Not at all

21. Do you expect some assistance from the school in job placement after graduation?
    Yes___
    No ___

22. To whom would you look mostly for assistance in job placement?
    A.___Teacher of course
    B.___Guidance Counselor
    C.___Relatives
    D.___Other (explain):

23. Please add any comments you think will be useful in our study.

PROJECT E.V.E.N.T.
JOHN F. KENNEDY MEMORIAL HIGH SCHOOL
ISELIN, NEW JERSEY

STUDENT QUESTIONNAIRE

YEAR OF GRADUATION _____
MALE___ FEMALE___

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I. How did you first become aware of the various vocational programs offered in our school?
- A.___A classroom teacher
- B.___Guidance Counselor
- C.___Classmates
- D.___Wasn't aware they existed
- E.___Other---Please explain

II. Which of the following programs would you be interested in?
- A.___Office Work Experience
- B.___Data Processing
- C.___Office Practice
- D.___Clerical Practice
- E.___Basic Electricity
- F.___Vocational Drawing
- G.___Introduction to Vocations
- H.___Distributive Education
- I.___Power Mechanics
- J.___Fundamentals of Nursing
- K.___None of These
- L.___Other (Specify)_____

III. Why haven't you enrolled in one of these courses?
- A.___No interest in these fields
- B.___No room in your schedule
- C.___Course content never fully explained
- D.___Courses poorly taught
- E.___Did not want to travel to another school
- F.___Refused admittance into course you wanted---If so, why?

IV. What are your future plans?
- A.___College
- B.___Trade or Technical School
- C.___Service
- D.___Obtain a Job

V. Information explaining the vocational programs in our school is:
- A.___Readily available
- B.___Listed and fully explained
- C.___Listed but poorly explained
- D.___Not available

VI. List two places you expect to receive information about these courses.
- A._____
- B._____

STUDENT QUESTIONNAIRE

VII. If you had fully understood what the courses involved, would you have enrolled in at least one of them?

Yes ____ Which one? _____

No ____

VIII. What type of vocational courses do you feel should be offered to pupils in this school?

A. _____ B. _____

IX. Do you feel there is pressure put upon you to take academic rather than vocational courses?

Yes ____ No ____

X. If this pressure for you to take only academic courses is present, from where does it come?

A.___Parents
B.___Teachers
C.___Friends
D.___Guidance Counselors
E.___Myself

XI. If any of your classmates have discussed the vocational course offerings with you, which of the following would best describe their feelings?

Name of Program: _____

A.___Excellent Program
B.___Good Program
C.___Fair Program
D.___Poor Program
E.___Should eliminate the program

Why? _____

XII. Do you have any suggestions which would improve our vocational programs?

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PROJECT E.V.E.N.T.
JOHN F. KENNEDY MEMORIAL HIGH SCHOOL
ISELIN, NEW JERSEY

GRADUATE QUESTIONNAIRE

In order to determine the value of the vocational offerings at John F. Kennedy Memorial High School, the Guidance Department has undertaken Project E.V.E.N.T. (Evaluation of Vocational Education Now and Tomorrow). Your frank and complete answers on this questionnaire will be used not only to evaluate what presently exists, but also to make recommendations for changes and innovations which will better meet the needs of all of those involved. Thank you for your cooperation.

1. Name:_____

2. Employer:_____ Address:_____

3. In which vocational program were you enrolled?
   - A.___Office Work Experience
   - B.___Data Processing
   - C.___Office Practice
   - D.___Clerical Practice
   - E.___Basic Electricity
   - F.___Vocational Drawing
   - G.___Introduction to Vocations
   - H.___Distributive Education
   - I.___Power Mechanics
   - J.___Fundamentals of Nursing

4. Why did you enroll in this program? (Check one)
   - A.___Preparation for job
   - B.___Easy five credits
   - C.___Parents desired program
   - D.___Suggested by teacher or counselor
   - E.___Earn salary while attending school

5. Describe briefly what you are doing on your present job.

6. How well did the vocational training which you received in high school prepare you for your job?
   Very helpful_____ Some help_____ No help_____

7. Are you now taking additional training? Yes____ No____
   If yes, where?

8. Would you advise other students to take the same type of course in high school? Yes____ No____

9. How would you rate the course in terms of:

	GOOD	FAIR	POOR
A. Instruction	____	____	____
B. Skills learned	____	____	____
C. Equipment available	____	____	____

GRADUATE QUESTIONNAIRE

10. Does the type of work you are doing give:
Much satisfaction____ Some satisfaction____ No satisfaction____

11. Would you select the same vocation again? Yes____ No____

12. Please comment on your reactions to the course:

A. Strong points _____

_____

B. Weak points _____

_____

C. Additional suggestions:

PROJECT E.V.E.N.T.
JOHN F. KENNEDY MEMORIAL HIGH SCHOOL
ISELIN, NEW JERSEY

FACULTY QUESTIONNAIRE

NAME: _____

DEPARTMENT: _____

In order to determine the value of the vocational offerings at John F. Kennedy Memorial High School, the Guidance Department has undertaken Project E.V.E.N.T. (Evaluation of Vocational Education Now and Tomorrow). Your frank and complete answers on this questionnaire will be used not only to evaluate what presently exists, but also to make recommendations for changes and innovations which will better meet the needs of all of those involved. Thank you for your cooperation.

1. Do you teach a vocationally oriented program? Yes ____ No ____

2. Please check those areas in which you are aware that we offer vocationally oriented courses.

A. ___ Office Work Experience	F. ___ Vocational Drawing
B. ___ Data Processing	G. ___ Introduction to Vocations
C. ___ Office Practice	H. ___ Distributive Education
D. ___ Clerical Practice	I. ___ Power Mechanics
E. ___ Basic Electricity	J. ___ Fundamentals of Nursing

3. Do you feel the need to be better informed as to the vocational programs at Kennedy? Yes ____ No ____

4. In what area(s) would you like to see additional vocational education programs? Why?

5. Which of the above courses would you like to see eliminated? Why?

6. From the point of view of your subject, do you have any suggestions that might improve the vocational education program at Kennedy?

7. How many years of experience have you had in any vocational field outside of the classroom? What fields?
   1. _____ Part time _____ Full time _____
   2. _____ Part time _____ Full time _____

FACULTY QUESTIONNAIRE

8. Would you be interested in teaching a vocationally oriented subject for which you are qualified? Yes _____ No _____

   Which one? _____

   The following section should be filled out by those teachers currently teaching a vocationally oriented course.

9. How many years of experience do you have in the classroom?
   0 - 1 years _____ 4 - 5 years _____
   2 - 3 years _____ over 5 years _____

10. How many years of experience do you have in the vocational field you are teaching, outside of the classroom?

11. How did you obtain this experience, (working summers, etc.)?

12. How many pupils were enrolled in your course?
    1966 _____ 1967 _____ 1968 _____
    Any comments on enrollment figures?

13. How many classroom periods do you teach each day? _____

14. Have you conducted a follow-up program to determine the value of your course to the students? Yes ____ No ____

15. If yes, please enclose a copy of your results.

16. Have you been provided with adequate equipment to conduct your course of study? Yes ____ No ____ If no, please explain.

17. How could the faculty, guidance department and/or administration aid in the development of your program?

PROJECT E.V.E.N.T.
JOHN F. KENNEDY MEMORIAL HIGH SCHOOL
ISELIN, NEW JERSEY

EMPLOYER QUESTIONNAIRE

In order to determine the value of the vocational offerings at John F. Kennedy Memorial High School, the Guidance Department has undertaken Project E.V.E.N.T. (Evaluation of Vocational Education Now and Tomorrow). Your frank and complete answers on this questionnaire will be used not only to evaluate what presently exists, but also to make recommendations for changes and innovations which will better meet the needs of all of those involved. Thank you for your cooperation.

1. Name of Company _____

2. Address _____

3. In what capacities do you employ John F. Kennedy graduates? _____

_____

4. Do you feel that John F. Kennedy Memorial High School graduates have sufficient knowledge in the following areas when they enter employment upon graduation? Please rate these employees in the following areas:

	Superior	Above Average	Average	Poor
FUNDAMENTALS				
Handwriting. . . .	___	___	___	___
Grammar.	___	___	___	___
Spelling	___	___	___	___
Arithmetic	___	___	___	___
PRODUCTION				
Volume of Work . .	___	___	___	___
Quality of Work. .	___	___	___	___
Steadiness	___	___	___	___
PERSONAL TRAITS				
Attendance	___	___	___	___
Dependability. . .	___	___	___	___
Initiative	___	___	___	___
Appearance	___	___	___	___
Manners.	___	___	___	___
Judgment	___	___	___	___
Self-Control . . .	___	___	___	___
Self-Confidence. .	___	___	___	___
Safety Habits. . .	___	___	___	___

EMPLOYER QUESTIONNAIRE

5. If the proper technical courses could be provided in the high school, in what jobs would you employ a high school graduate?

A. _____ B. _____ C. _____

6. In your judgment, do you feel that JFK High School has done an adequate job in preparing students for immediate employment upon graduation? Yes ____ No ____ Please elaborate. Include strengths and weaknesses of present program as well as suggestions for additional areas to be explored.

Signed _____

Position _____

PROJECT E.V.E.N.T.
JOHN F. KENNEDY MEMORIAL HIGH SCHOOL
ISELIN, NEW JERSEY

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PARENT QUESTIONNAIRE

In order to determine the value of the vocational offerings at John F. Kennedy Memorial High School, the Guidance Department has undertaken Project E.V.E.N.T. (Evaluation of Vocational Education Now and Tomorrow). Your frank and complete answers on this questionnaire will be used not only to evaluate what presently exists, but also to make recommendations for changes and innovations which will better meet the needs of all of those involved. Thank you for your cooperation.

Please check one:

1. Do you have a child in one of John F. Kennedy's vocational programs listed below? Yes ____ No ____
   If yes, check which program.
   - A.____Office Work Experience
   - B.____Data Processing
   - C.____Office Practice
   - D.____Clerical Practice
   - E.____Basic Electricity
   - F.____Vocational Drawing
   - G.____Introduction to Vocations
   - H.____Distributive Education
   - I.____Power Mechanics
   - J.____Fundamentals of Nursing

2. Why did he/she select the course?

3. When and how did you first hear of the program?

4. Do think the program is of: A.___Much value
   B.___Some value
   C.___No value

5. Is it preparing him/her adequately for employment after graduation?
   Yes _____ No _____ Not sure _____

6. Are you employed in any of these fields?
   Mother: Yes ____ No ____ Job _____
   Father: Yes ____ No ____ Job _____

7. Does your employer hire high school graduates with no additional training?
   Yes _____ No _____ Not sure _____

8. Would you have wanted your child to be enrolled in a vocational program?
   Yes _____ No _____
   Which of the programs listed in question 2 above? _____

9. Should more school hours be devoted to:
   - A.___Academic subjects
   - B.___Vocational subjects
   - C.___Other? _____

10. Would you recommend the program to other children? Yes ____ No ____
    To your own children? Yes____ No____

11. What new vocational programs would you wish to see initiated?
    (Please use reverse side, if necessary.)